



WELCOME TO LC #4

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Formative Assessment for Montana Educators: Classroom Instruction



An Online Class
Presented by the Office of Public
Instruction

Summer 2012

Judy Snow, State Assessment Director

Facilitators

- Stevie Schmitz, Class and Learning Community Facilitator
- Alisia Landis, Assessment Specialist
- Judy Snow, State Assessment Director



Important Information



- Attendance – This will be recorded for CEU and graduate credit purposes.
- For questions or clarifications on any aspect of the class, please contact me at stevie@bresnan.net

Introductions



- As we will be spending important time together, please introduce yourself to the learning community....
- The facilitator will begin...

July 12, 2012
Learning Community Session



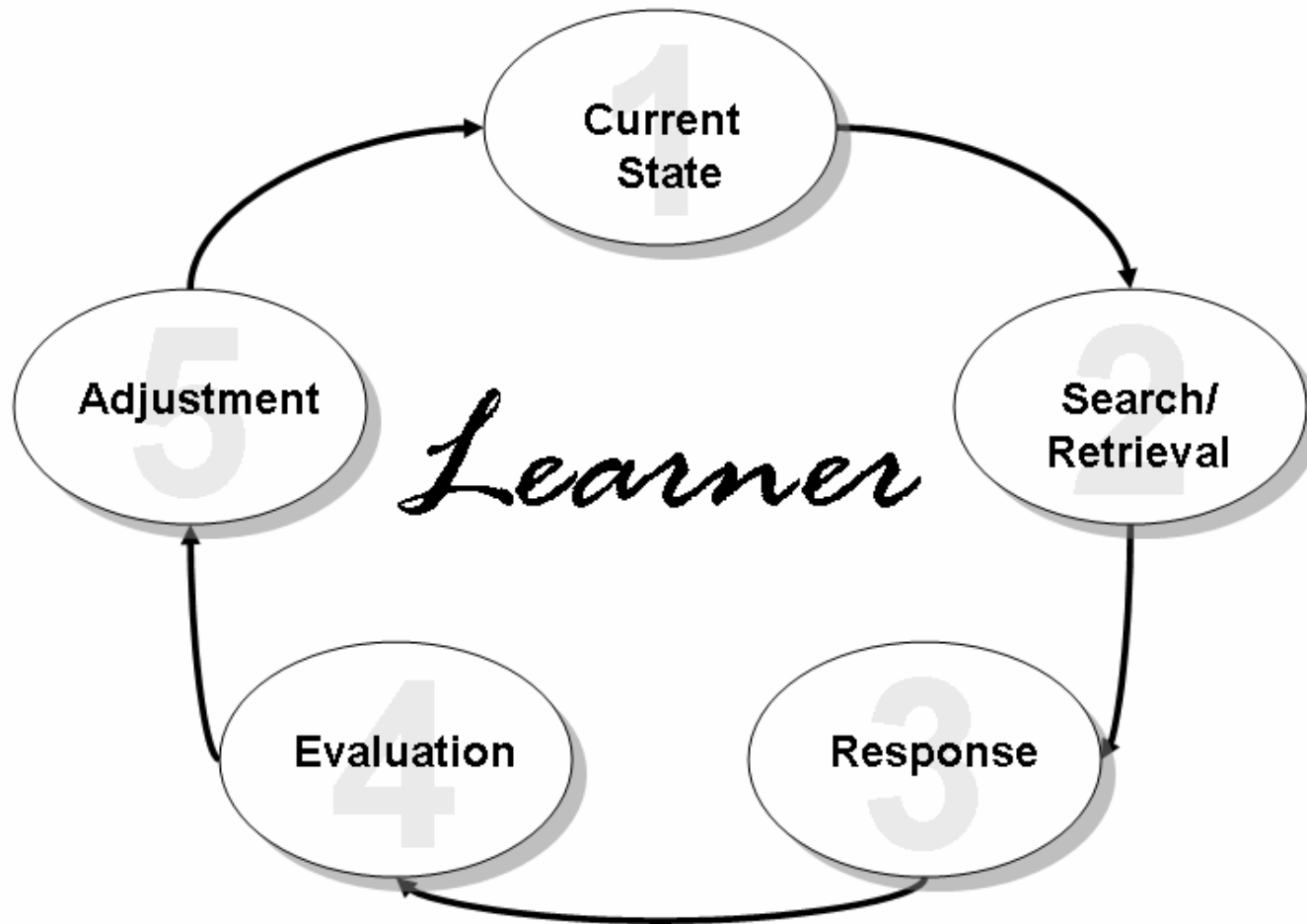
- Discussion:
 - Chapter 6: Formative Feedback for Learning (Heritage)*
 - *and*
 - *Focus on Formative Feedback*
 - *Chapter 5: Providing Feedback that Moves Learning Forward (William)*

Formative Feedback

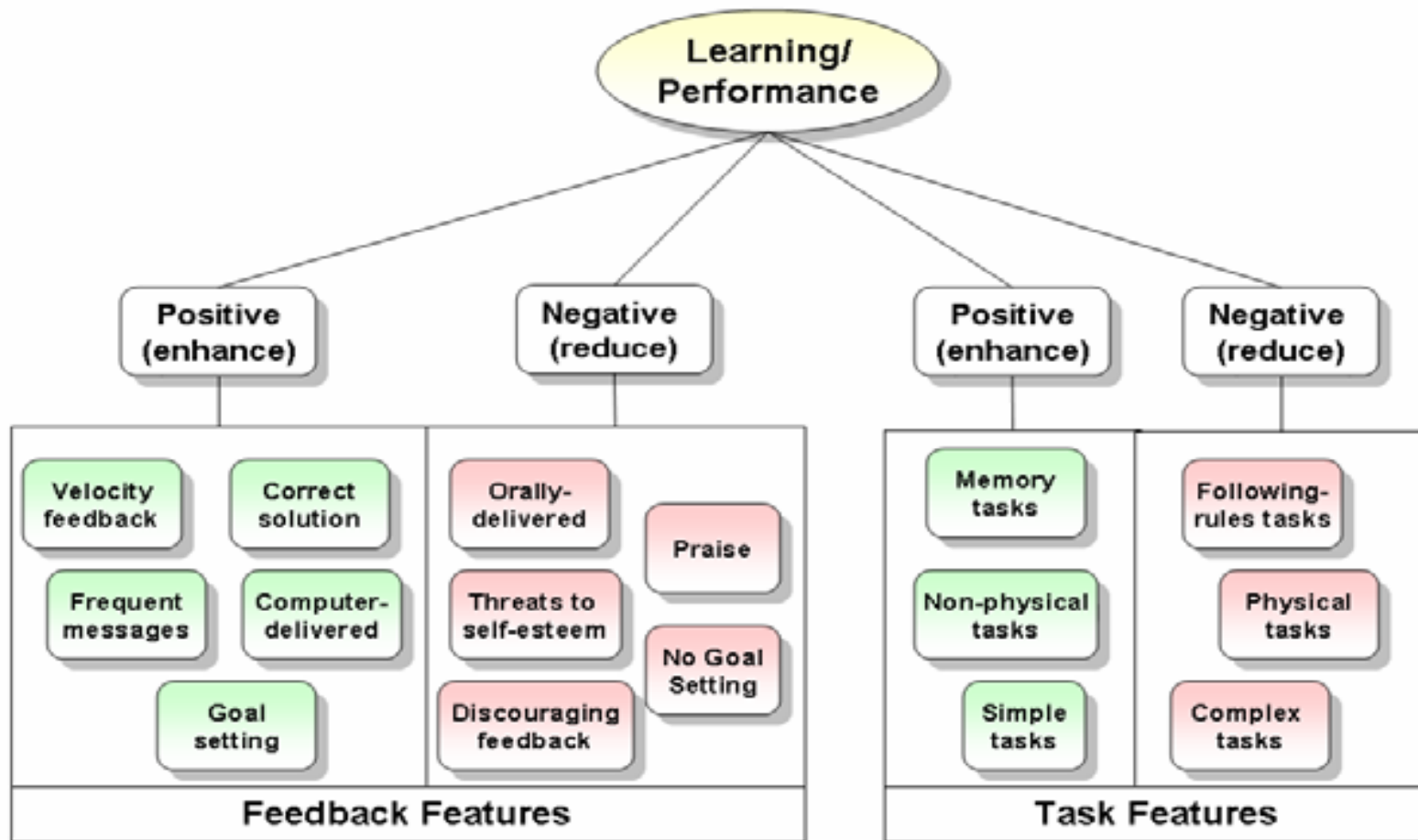


- According to researchers, formative feedback should be multidimensional, non-evaluative, supportive, timely, specific, credible, infrequent, and genuine (e.g., Brophy, 1981; Schwartz & White, 2000). Formative feedback is usually presented as information to a learner in response to some action on the learner's part. It comes in a variety of types (e.g., verification of response accuracy, explanation of the correct answer, hints, worked examples) and can be administered at various times during the learning process (e.g., immediately following an answer, after some period of time has elapsed). Finally, there are a number of variables that have been shown to interact with formative feedback's success at promoting learning (e.g., individual characteristics of the learner and aspects of the task).

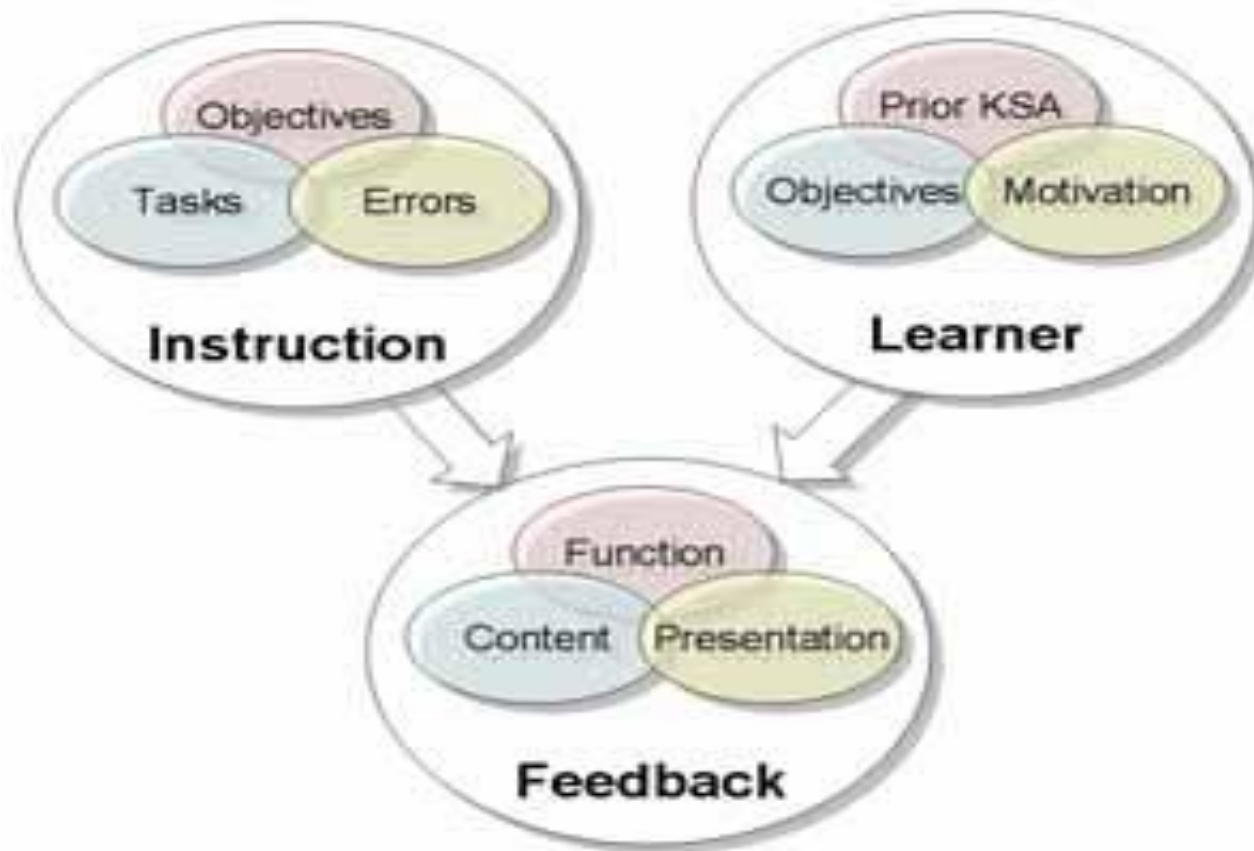
Five stages of a learner in a feedback cycle



Feedback and Learning



Feedback factors influencing learning



From Wiliam...

- “Every teacher I have ever met has acknowledged that you never really understand something until you try to teach it to someone else. And yet, despite this knowledge, we often fail to harness the power of peer tutoring . . .” Think of a specific instance when you have fallen into this trap and share with the group how you could evolve such a situation into a cooperative learning experience.





- Dylan Williams lists four main factors to describe why cooperative learning has such a profound effect – motivation, social cohesion, personalization, and cognitive elaboration. Which of these factors more fully applies to your learning behavior?
- --All have a role to play, some appear to be more powerful than others .

More from Wiliam



- One study showed that rewards based on the aggregate learning of the group produce four times the impact as when rewards were based on a single group product.
- Study also showed that help in the form of answers or procedural information had no benefit for those needing help. When the help took the form of elaborated explanations, both those giving and receiving help benefitted.

Formative Feedback and You



- What kind of feedback do you provide to your students?
- How often do you engage students in peer assessment?
- What opportunities do you provide for students to be involved in self-assessment?
- What have you read in this week's chapters that stood out for you?



- Morgan (2006) likened formative feedback to a good murder in that effective and useful feedback depends on three things: (a) *motive* (the student needs it), (b) *opportunity* (the student receives it in time to use it), and (c) *means* (the student is able and willing to use the feedback).

Guidelines to enhance learning

- Focus feedback on the task, not the learner.
- Provide elaborated feedback to enhance learning.
- Present elaborated feedback in manageable units.
- Be specific and clear with feedback messages.
- Keep feedback as simple as possible but no simpler (based on learner needs and instructional constraints).
- Reduce uncertainty between performance and goals.
- Give unbiased, objective feedback, written or via computer.
- Promote a learning goal orientation via feedback.
- Provide feedback after learners have attempted a solution.



Things to Avoid

- Do not give normative comparisons.
- Be cautious about providing overall grades.
- Do not present feedback that discourages the learner or threatens the learner's self-esteem.
- Use praise sparingly, if at all.
- Try to avoid delivering feedback orally.
- Do not interrupt the learner with feedback if the learner is actively engaged.
- Avoid using progressive hints that always terminate with the correct answer.
- Do not limit the mode of feedback presentation to text.
- Minimize use of extensive error analyses and diagnosis.

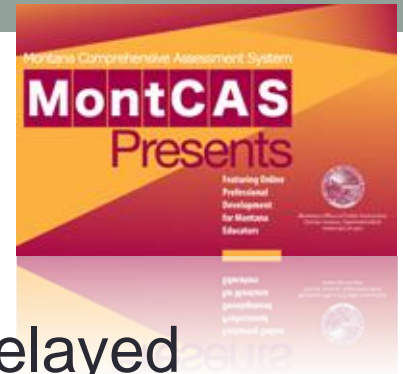


Guidelines for Timing Issues

- For difficult tasks, use immediate feedback.
- For relatively simple tasks, use delayed feedback.
- For retention of procedural or conceptual knowledge, use immediate feedback.
- To promote transfer of learning, consider using delayed feedback.



Guidelines for learners' characteristics



- For high-achieving learners, consider using delayed feedback.
- For low-achieving learners, use immediate feedback.
- For low-achieving learners, use directive (or corrective) feedback.
- For high-achieving learners, use facilitative feedback.
- For low-achieving learners, use scaffolding.
- For high-achieving learners, verification feedback may be sufficient.
- For low-achieving learners, use correct response and some kind of elaboration feedback.
- For learners with low learning orientation (or high performance orientation), give specific feedback.

What's Next?



- Chapter 7. Implementing Formative Assessment:
 - What Do Teachers Need to Know and Be Able to Do? (Heritage)
 - OR
- Chapter 6: Activating Students as Learning Resources for One Another (William)
- And
- *What are Formative Assessments and why should we use them?* Found at <http://www2.scholastic.com/browse/article.jsp?id=3751398>
- And
- *The Best Value in Formative Assessment* found at <http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx>



Thanks for your active participation!

- Please send additional comments, questions, or feedback to me through email.